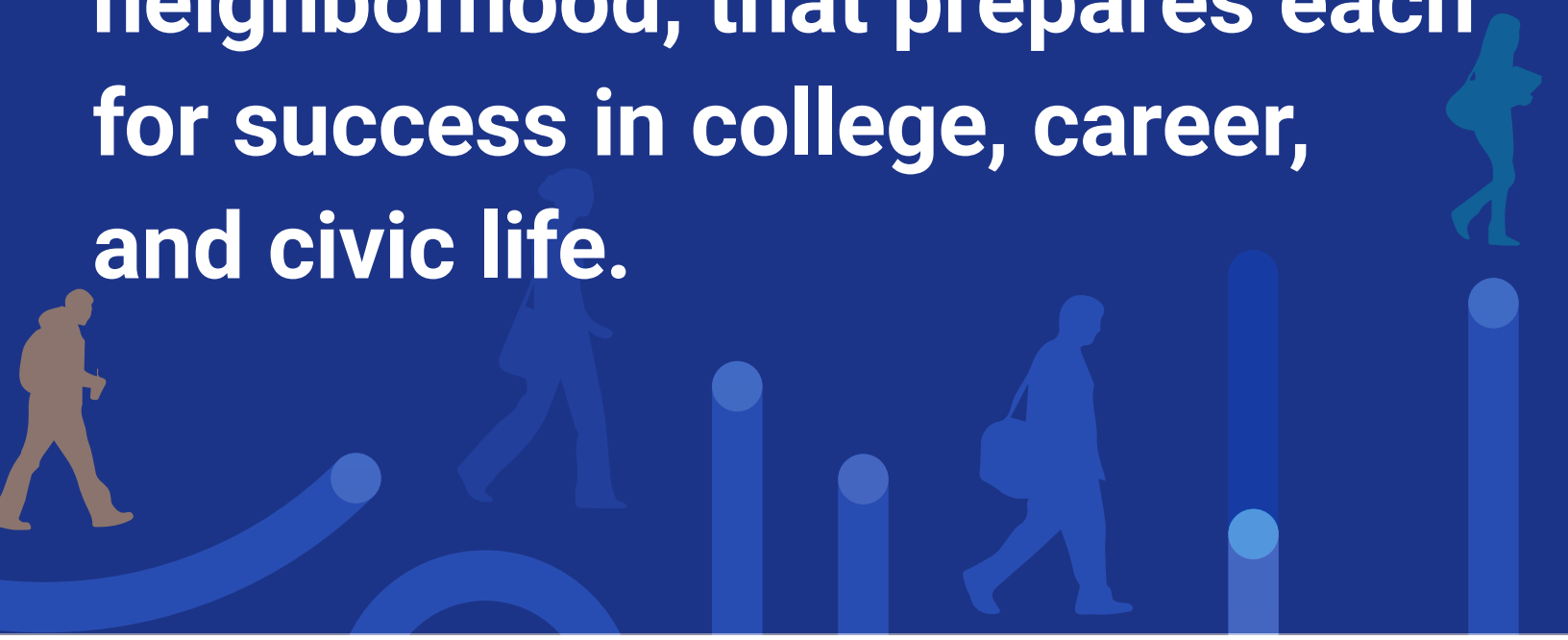
Chicago Public Schools

AI Guidebook

Version 4.0

CPS Mission:

To provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career, and civic life.



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I. Introduction

Introduction

Chicago Public Schools (CPS) is excited to share our guidebook for the responsible adoption of artificial intelligence (AI) and **generative artificial intelligence (GenAI)** across our District. AI offers unprecedented opportunities to enhance classroom interaction, personalize learning experiences, and foster an innovative learning environment for our students. CPS is committed to integrating these tools ethically and responsibly, ensuring that they align with our educational goals and standards while upholding the safety and privacy of our community.

Faculty are encouraged to actively engage with AI tools as a means of uncovering new ways of teaching and learning, while building students' AI literacy. CPS will support this engagement by providing the necessary resources, guidance, and tools to innovate responsibly within our educational framework.

The following document outlines our initial approach to AI integration, including guidelines for ethical use and pedagogical strategies. This guidebook will be regularly reviewed and revised to reflect stakeholder input, best practices, and advances in AI technology. CPS will also provide faculty and staff with continuous professional development opportunities to support its implementation. For additional information, please visit the CPS AI Guidebook website at cps.edu/aiguidebook.

Purpose

The purpose of the **CPS AI guidelines** is to ensure the legal, ethical, and pedagogically sound use of AI technology within the District. This document aims to empower staff to responsibly explore and leverage this new technology to enhance educational outcomes and improve the daily student experience.

We aim for this document to guide CPS employees in maintaining high standards of integrity and compliance when engaging with AI technologies, by:

- Defining our District's vision for AI adoption
- Stating prohibited uses of AI for different stakeholders across the District
- Identifying acceptable uses of AI for planning and instruction along with opportunities for professional development
- Clarifying employee responsibilities concerning the use or development of AI applications

This guidance is issued in partnership between the CPS Office of Teaching and Learning and Department of Information and Technology Services in accordance with the authority granted under the Board's Information Security Policy, 19-0828-P01. This guidance will be reviewed every three months to ensure it remains aligned with technological advancements, changes in legal requirements, and feedback from our school communities.

Scope

This guidance governs the use of **AI applications, software, and models** by employees, students, contractors, volunteers, and third-party vendors.

It ensures that all interactions with AI technologies are conducted in accordance with CPS standards, regardless of the device used, and it applies to:

- AI models and applications developed internally, by third parties, or obtained from public sources
- The use of AI applications for CPS-related tasks, both inside and outside of the classroom
- The handling of CPS information within these applications

Vision

In our pursuit of educational excellence and innovation, **CPS** has committed to **integrating AI technologies to complement our organizational** operations, support our instructional core, and drive community engagement. This strategic adoption of AI aims to enrich learning environments and empower our students, educators, school leaders, and community members, enhancing both teaching and learning experiences.

This initiative aims to prepare every student for success in a continually evolving technological world, while steadfastly upholding the District's commitment to data privacy, security, and academic integrity. By leveraging AI responsibly, we aim to enhance educational outcomes and ensure our community is well-prepared to navigate the complexities of the modern world.

AI Principles

Our AI Principles provide a foundation for the responsible, inclusive, and effective use of AI in education. Grounded in equity, ethics, and continuous improvement, these principles guide how AI is integrated into classrooms, operations, and decision-making, ensuring that its impact supports students, empowers educators, and strengthens our communities.

1. Equitable and Accessible

We are committed to ensuring equitable access to AI education and resources for all students, educators, and families, regardless of background or circumstance.

We will actively work to bridge the digital divide and eliminate barriers to AI literacy, ensuring that AI benefits all members of our community.

We will strive to mitigate bias and discrimination in AI systems, promoting inclusive and culturally responsive AI applications.

2. Ethical and Transparent

We will prioritize ethical considerations in the design, development, and implementation of AI systems, ensuring fairness, legitimacy, honesty, impartiality, transparency, and accountability.

We will promote responsible data practices, adhering to privacy-by-design principles, and protect the privacy and security of student and staff information.

We will ensure that users are informed when they are interacting with AI-enabled systems and, where appropriate, explain how AI arrived at its results and the reasoning behind them.

We will carefully consider the level of explainability and transparency needed in different contexts, balancing factors such as intellectual property protection, risk management, and accuracy.

We will closely monitor the behavior of AI systems to prevent unintended consequences and ensure they are used for their intended purpose.

We will foster collaboration and engagement among students, educators, staff, families, and the community to ensure that AI initiatives are developed and implemented in a transparent, inclusive, and ethical manner.

AI Principles

3. Human-Centered and Socially Beneficial

We will leverage AI to personalize learning experiences, empower students to take ownership of their education, and foster critical thinking and problem-solving skills, while ensuring that AI augments, rather than replaces, the essential role of educators.

We will ensure that AI solutions are designed to support human goals and objectives, with human needs in mind, and that they align with human goals and needs while fostering a positive impact on society.

We will maintain human oversight of AI systems, ensuring that there is always an option for human intervention and that AI augments, rather than replaces, human capabilities.

We will consider the broader societal impact of AI and strive to ensure that its development and adoption are socially beneficial, enhancing educational outcomes, promoting equity, and preparing students for success in a rapidly evolving world.

We will empower students to become informed and responsible citizens in an AI-powered world.

4. Continuous Improvement and Innovation

We will foster a culture of innovation and continuous improvement, encouraging experimentation and exploration of AI's potential to enhance teaching and learning.

We will remain adaptable and responsive to the evolving AI landscape, integrating new technologies and best practices as they emerge.

We will collaborate with external partners, including universities, research institutions, EdTech nonprofits, and industry leaders, to advance AI education and research.

5. Accountable and Sustainable

We will establish clear lines of accountability for the development, deployment, and use of AI systems, ensuring ethical conduct in their behavior and taking responsibility for addressing potential issues.

We will implement robust testing and monitoring programs to ensure that AI systems behave as intended and to address potential issues proactively.

We recognize the environmental impact of AI models and will actively seek ways to reduce their negative effects, such as excessive energy and water consumption.

AI Literacy

What is AI Literacy?

AI Literacy represents a comprehensive understanding of AI's capabilities, limitations, ethical implications, and societal impact, as represented by these five pillars:

Foundational Knowledge

Understanding core AI concepts, terminology, and different types of AI technologies.

Practical Application

Developing the skills to effectively and responsibly use AI tools, including how to evaluate and integrate them into workflows.

Ethical Awareness

Recognizing the ethical considerations including bias, fairness, transparency, data privacy, and AI's impact on society.

Critical Thinking

Developing the ability to critically analyze AI-generated information, evaluate its reliability, understand its limitations, and mitigate potential risks.

Future-Oriented Perspective

Understanding the evolving nature of AI and its potential to shape the future of education and society by developing a growth mindset and a willingness to adapt.

AI Literacy

Why does AI Literacy Matter?

Educational Transformation

The rapid introduction of AI tools into classrooms presents both opportunities and challenges. Students must develop critical thinking and digital literacy skills to effectively evaluate and utilize AI-generated content, while teachers need to adapt their pedagogical approaches to purposefully integrate AI into their lessons.

Career Readiness

AI is causing significant changes in the job market, making AI literacy an essential skill for the future workforce. Traditional job roles are increasingly being transformed by the integration of AI tools and technologies. This shift necessitates that students and staff acquire AI literacy to thrive in their future careers.

Digital Citizenship

AI is increasingly prevalent in our daily lives, impacting our decisions in subtle and overt ways. It is essential to cultivate information literacy that encompasses AI, enabling us to critically evaluate and utilize AI-generated content. Ethical considerations must guide our use of AI tools, ensuring that they are used responsibly and for the betterment of society. Understanding the broader community impact of AI technologies allows us to anticipate and address potential consequences, fostering a just and equitable digital future.

Educational Equity

AI has the potential to both exacerbate and alleviate existing educational inequities. Access to AI tools and training must be universal, ensuring all students, regardless of socioeconomic status, background, or location, have the opportunity to develop crucial AI literacy skills. Thoughtful implementation of AI in education can personalize learning and support diverse learning needs, but we must proactively mitigate biases embedded in algorithms and datasets to avoid perpetuating or amplifying systemic inequalities.

AI Basics

Artificial Intelligence (AI) leverages computing power to mimic human cognitive functions such as problem-solving and decision-making. This technology encompasses several elements, including learning from data, human feedback, and recognizing patterns through **machine learning**—a subset of AI where algorithms enable systems to enhance their performance over time without human guidance. AI systems also have the ability to perceive and interpret sensory data, using tools like cameras and microphones.

Generative AI (GenAI) is a subset of artificial intelligence. GenAI generates new content—including text, audio, code, images, or videos—based on vast amounts of "training" data, typically derived from the internet. Users are able to request and refine specific content via **prompts**—inputs or queries submitted to the model. Such technology not only supports creative educational tools but also enhances internet search capabilities and word processing, offering students and faculty unique ways to engage with media.

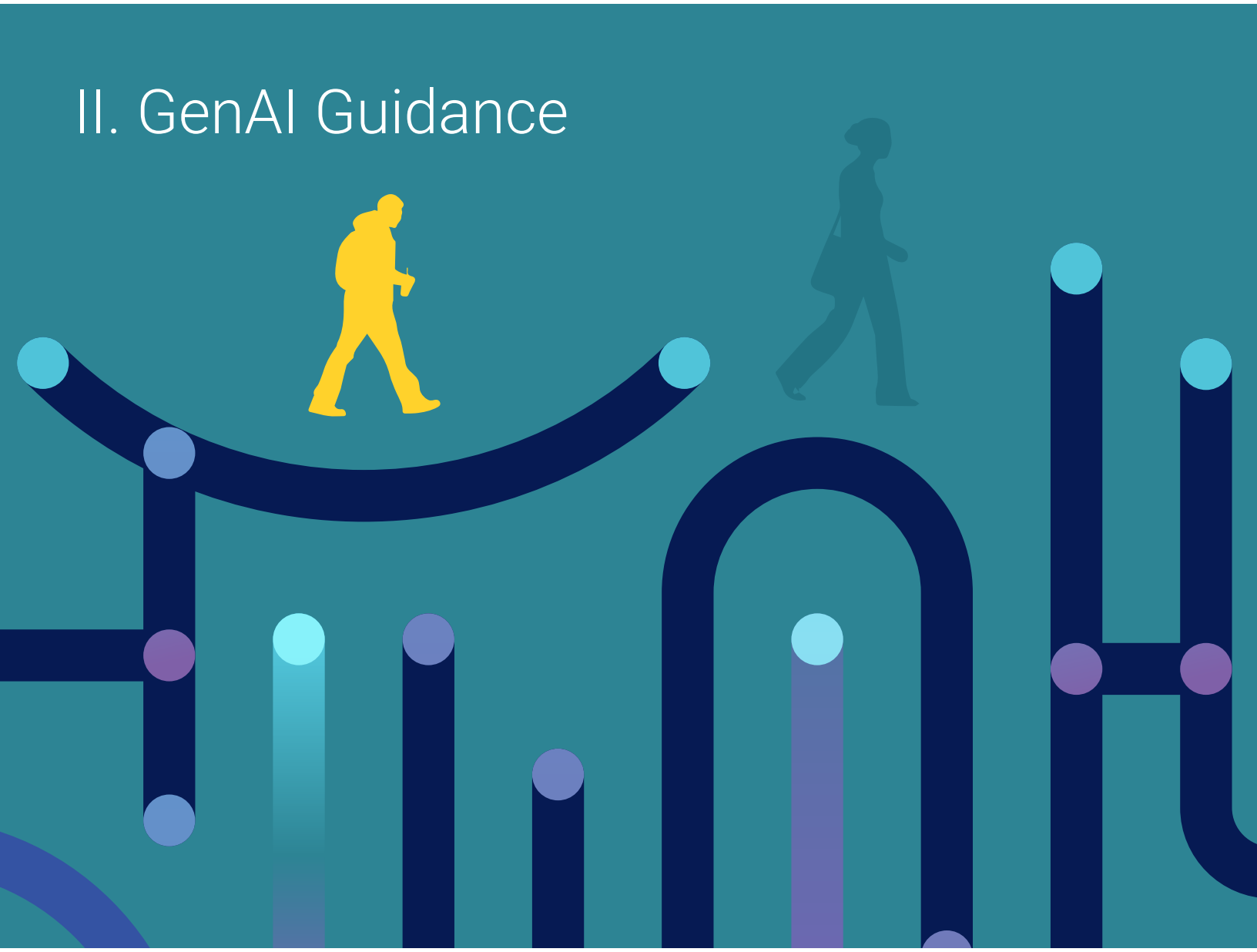
It is important to address the ethics of AI. **Ethical AI** means developing and deploying these technologies with a steadfast commitment to fairness, transparency, and accountability, ensuring that they positively impact society. This is crucial, as **biases** in AI training data can inadvertently perpetuate discrimination. Whether these biases are intentional or not, these systems and their outputs require rigorous scrutiny and correction.

Moreover, the trustworthiness of outputs from GenAI systems is a critical concern, as GenAI models can sometimes produce **"hallucinations,"** false or misleading information that appears correct at first glance. Such outputs require careful review to prevent the dissemination of misleading information.

CPS plans to integrate a variety of GenAI tools into our daily operations. **Public GenAI tools,** such as ChatGPT, are freely available to anyone on the internet. **Internal GenAI tools** are restricted to specific users within an organization or domain, such as Google's Gemini Enterprise, a paid add-on for Google Workspace. We may also engage with Vendor GenAI from third-party providers, such as Aleks, which require usage and data handling to be governed by strict contracts that align with our District's standards and policies.

As CPS embraces the transformative potential of GenAI in education, we are excited about the possibilities this technology offers for enhancing teaching and learning. We recognize the importance of maintaining the integrity of our educational practices and the originality of human thought. Our intent in creating this guidance is to enable staff and students to use GenAI to innovate and expand their capacity for teaching and learning. We are committed to preparing our students for a future in which they may seamlessly integrate technology and human creativity, and we encourage our educators and students to safely and ethically explore and adopt AI with enthusiasm and confidence.

II. GenAI Guidance



General Guidance for All Stakeholders

Privacy, Security, and Confidentiality

When using GenAI tools, it is crucial to understand that any information provided—whether through prompts entered by the user or AI-generated responses—could potentially be used by companies to train their models. This includes personal details of students, families, employees, and any proprietary or confidential information belonging to CPS. Assume that all information shared with a GenAI application will be used to train the model and could become accessible in the public domain.

To safeguard privacy and maintain confidentiality, you should:

- Always inform others when using GenAI tools that may impact their data and request their permission before doing so (i.e. meeting notetakers). Never input personally identifiable information or protected health information into GenAI tools.
- Never input confidential, sensitive or legally protected information into GenAI tools.
- Legally protected information would include, though is not limited to, information contained in a student's record; information that identifies students, employees, and other individuals; information contained in an employee's record; proprietary information; etc.

- Never input copyrighted material or proprietary CPS intellectual property into GenAI tools.
- Staff: Contact your manager or the IT Service Desk at (773) 553-3925 if you are unsure whether information you are planning to input falls into any of the above categories.

General Guidance for All Stakeholders

Verification of the GenAI Tool's Output

GenAI tools generate outputs based on their training from large and diverse data sets, which may include publicly available information. These outputs, while innovative, can contain fictitious elements ("hallucinations") and may inadvertently include copyrighted or proprietary content.

To ensure responsible use:

- Always verify the accuracy and appropriateness of GenAI content before sharing.
- Avoid using any GenAI outputs that might contain copyrighted material without clear ownership. This can be accomplished by, for example, examining the work for a copyright notice, considering the type of content and source (i.e. content issued by the US government is generally public), or referring to websites that store public domain works or the Copyright Database.

Bias and Fairness

AI models reflect the biases present in their training data, which can lead to outputs that unintentionally perpetuate stereotypes or discrimination. This is contrary to CPS' commitment to diversity, equity, and inclusion.

To uphold our values:

- Conduct thorough reviews to ensure outputs are not only accurate, but also free of unintended biases and align with our educational goals.
- Verify and assess the source information that GenAI outputs are relying upon.
- Be vigilant of biases in GenAI outputs, particularly when these tools are used for decision-making or data analysis.

By adhering to these guidelines, CPS ensures that GenAI technologies are used in a manner that is safe, ethical, and beneficial for our entire community.

If you would like support in determining if GenAI outputs are demonstrating bias or how to correct for it, contact the Office of Equity at equity@cps.edu.

General Guidance for All Stakeholders

Approved Tools and Permissions

Approved GenAI tools can be found in the Ed Tech Catalog.

Access to GenAI tools is governed by all relevant federal, state, and local laws (FERPA, COPPA, SOPPA, etc.), along with District policy. Under SOPPA, all educational technology tools, including those that leverage GenAI, are reviewed, approved, and listed in the CPS Ed Tech Catalog. Parents and guardians must consent for their child to use specific GenAI tools through individual school opt-out practices. Schools are encouraged to use or adapt an existing opt-out form if one already exists. If not, this opt-out sample form can be customized.

Guidance for Students

In this section, we outline clear guidelines to ensure that our students uphold the values of CPS when using AI.

Approved Tools and Permissions

- Students may only use GenAI tools that have been vetted and approved by CPS, as reflected in the CPS Ed Tech Catalog.
- A GenAI tool's approval within the Ed Tech Catalog is a reflection that it meets the District's standards for privacy, security, and confidentiality in compliance with all applicable state and federal laws. However, it does not reflect that the tool meets the District's academic standards for verification, bias, or fairness. Students, staff, and guardians should refer to the badges associated with each tool to understand when a tool may not meet these standards.
- Students must obtain permission from their teacher before using GenAI tools to complete any assignment.

Guidance for Students

Academic Integrity

While responsible GenAI use can assist in learning, students should submit work that is fundamentally their own. Students should clearly identify any AI-generated content that they have used in their assignments. Students are required to cite the use of GenAI in their academic work and specify how they used it. Failing to do so will be considered a violation of the Student Code of Conduct and will be addressed on a case-by-case basis according to individual school policy.

School reviews of each case will generally include:

- Gathering information about the suspected incident, including providing the student with an opportunity to explain their actions.
- Making reasonable efforts to contact parents/guardians to discuss the incident before assigning consequences.
- Determining consequences based on the needs and rights of all parties.

Ethical Use and Digital Citizenship

Students must use GenAI tools ethically. Students should never use GenAI tools to create inappropriate or harmful content. Students must follow the Student Acceptable Use Policy whenever they use GenAI tools, just as they should when using any other information technology resources. Violations of these guidelines, including the misuse of AI to generate offensive or damaging material, will result in disciplinary actions, which may range from a warning to more severe penalties depending on the nature of the infraction, pursuant to the Student Code of Conduct.

Guidance for Students

Positive GenAI Use for Students

In compliance with the **copyright guidance** shared in previous sections, students may want to consider using GenAI in the following ways:

Collaboration

- Use GenAI as a brainstorming partner.
- Summarize ideas expressed during a small group discussion.
- Generate timelines and task lists for group projects.
- Synthesize a variety of opinions and propose compromise solutions.

Creativity

- Use GenAI image creators to bring ideas to life.
- Create digital media, such as videos and music, with GenAI-powered design tools.
- Overcome writer's block by suggesting a variety of ideas and writing prompts.
- Ask GenAI to propose unconventional solutions to problems.

Learning

- Generate extra practice questions and study guides to review content.
- Use GenAI as an interactive tutor.
- Use generative search engines like Perplexity as a research assistant to gather, summarize, and cite information efficiently.
- Generate immediate feedback on first drafts of written assignments.

Guidance for Students

Monitoring and Consequences

Usage of GenAI tools will be governed under the SOPPA model, wherein teachers are responsible for monitoring student use of approved technologies. Misuse of GenAI tools will be addressed in accordance with the Student Acceptable Use Policy and CPS' Student Code of Conduct, which may include warnings or removal of access to tools.

These guidelines ensure that students at CPS use GenAI technologies responsibly, contributing positively to their educational environment.

Guidance for Parents & Guardians

AI tools are rapidly evolving, offering both opportunities and challenges for students. CPS is committed to integrating these tools in ways that prioritize student safety, academic integrity, and responsible use. To achieve this, teachers are being trained to incorporate GenAI tools into instruction effectively, ensuring they enhance learning while maintaining academic rigor. CPS also values open communication and collaboration, encouraging parents and guardians to engage in meaningful conversations with their children and teachers about the use of GenAI in education. Your insights, questions, and concerns are vital as we navigate this evolving landscape together. CPS is dedicated to creating a safe, supportive, and innovative learning environment where AI tools can enhance educational opportunities while respecting family values and promoting ethical practices.

Age-Appropriate and Approved Tools

CPS staff ensure that students use GenAI tools that are appropriate for their age and maturity level. Teachers will adhere to age restrictions and only use tools suitable for students. To ensure the safety and security of student data, CPS rigorously evaluates all educational technology

(EdTech) tools. Only tools that meet strict standards for data privacy, security, and confidentiality are approved for use. The CPS Ed Tech Catalog provides a comprehensive list of these vetted tools, along with details about their data privacy practices. For more information and to view approved GenAI tools, visit the CPS Ed Tech Catalog.

Responsible Use and Academic Integrity

CPS promotes responsible digital citizenship and ethical behavior when using GenAI tools. Students are expected to respect copyright laws, avoid plagiarism, and refrain from generating inappropriate or harmful content. While GenAI tools can support learning, CPS expects students to produce original work and properly acknowledge any use of AI. Misrepresenting AI-generated work as one's own or unauthorized use of GenAI for assignments is considered a violation of academic integrity. Such violations will be addressed in accordance with the Student Acceptable Use Policy and Student Code of Conduct, in addition to individual school policies. Discussing these principles with your children can help foster a strong sense of accountability and responsible online behavior.

Opt-Out Options

Schools will clearly communicate information about the GenAI tools used in classrooms and the procedures for opting out if you prefer your child not use them. Schools are encouraged to use or adapt an existing opt-out form if one already exists, and a sample that can be customized has been provided here. Your participation in this process helps ensure that your child's educational experience aligns with your family's values and preferences.

Guidance for Educators & Staff

As educators and staff at CPS, **GenAI tools present an opportunity to elevate our educational delivery and streamline administrative tasks.** Guided by the principles outlined in our Implementation Framework, we strive to harness these technologies in ways that enhance efficiency and amplify the educational experiences rooted in our high-quality curricular materials.

Ethical and Responsible Use

As role models, it is imperative that our staff exemplify ethical and responsible usage of GenAI tools. This includes maintaining transparency by appropriately citing or disclosing the use of GenAI and ensuring the content generated is suitable for educational purposes. Additionally, staff must not enter confidential data into GenAI tools, including but not limited to student record information, confidential employee information, and any identifying information. As a further precaution, staff are advised to turn off chat history and data training in the settings of any GenAI tool used in their professional practice.

Tool Approval and Use

Staff members are required to use only GenAI tools that have been vetted and approved by CPS, as reflected in the CPS Ed Tech Catalog. A tool's approval within the Ed Tech Catalog reflects that it meets the District's standards for privacy, security, and confidentiality in compliance with all applicable state and federal laws. However, it does not reflect that the tool meets the District's academic standards for verification, bias, or fairness. Educators and staff should refer to the badges associated with each tool to understand when a tool may not meet these standards. This policy ensures that the tools align with our educational goals and adhere to our rigorous data privacy and security standards.

Guidance for Educators & Staff

Age Appropriate Usage

GenAI tools, whether publicly available or subscription based, typically set age restrictions in their Privacy Policy or Terms and Conditions. Before encouraging your students to interact with any tools, make sure to review the terms to ensure compliance with them. Below is a list of mainstream tools and their respective restrictions for your awareness:

Tool (company)	No Access	Parental Consent	No Permission Needed
ChatGPT (OpenAI)	Under 13	Parental consent must be obtained for students 13–17	18+
Claude (Anthropic)	Under 18	N/A - no access under 18	18+
Gemini (Google)	N/A	Parental consent must be obtained for students	18+
Copilot (Microsoft)	Under 18	N/A - no access under 18	18+
Perplexity	Under 13	Parental consent must be obtained for students 13–17	18+

Guidance for Educators & Staff

Monitoring Student Use

Staff using GenAI tools with students are responsible for ensuring that students engage with these tools responsibly, maintaining an awareness of age limitations and permissions, and clearly communicating expectations to students and families. School staff should report instances of misuse to their principal or designee, and be prepared to develop alternate activities that do not require the use of GenAI for students who lose the privilege of GenAI access or whose families do not consent.

GenAI detection software can be a tool to identify potential plagiarism or AI-generated work, but staff and administrators are encouraged to use it with caution and with awareness of its limitations. These tools are not foolproof and can frequently produce false positives, incorrectly flagging student work. For example, current AI detection software can disproportionately flag work completed by English Learners (ELs) due to linguistic differences or patterns that the software misinterprets as AI-generated content. Overreliance on these tools could lead to unfounded accusations of academic dishonesty, erode trust between teachers and students, and unfairly penalize certain groups of students. It is recommended instead to prioritize a holistic assessment of student work, considering multiple factors like the writing process, individual student progress, and direct conversations, rather than relying solely on GenAI detection software in an effort to ensure that students are maintaining academic integrity.

Guidance for Educators & Staff

Opportunities to Incorporate GenAI in the Classroom

As with any new student-facing technology, the introduction of GenAI tools invites educators to consider how GenAI can further the underlying goals of their activities and assignments instead of impeding them. Educators may want to consider how activities can be modified in the following ways:

Elementary School	Without GenAI	With GenAI
Literacy	Students complete a character analysis after reading a book	After reading a book, the teacher uses GenAI to create an interactive character persona and conducts a teacher-led, whole-class "interview" where students can ask questions about the character's motivations and feelings during the story.
Math	Teacher uses generic word problems provided by the curriculum for all students.	Teacher creates customized word problems tailored to the current unit of study and individual students' unique needs and interests for intervention and continuing practice.
Science	Students research an animal species and create a poster or presentation using images from the internet.	Students create prompts describing the habitat, diet, and survival adaptations of an animal species, which the teacher inputs into an AI image generator to create visuals for posters or presentations. Students evaluate the accuracy of the images as a whole class or in small group discussions.
Social Science	Students watch videos and complete worksheets about the role of community leaders.	Students take on the roles of civic leaders and participate in a teacher-led discussion in which an AI chatbot is prompted to ask students age-appropriate questions about how they would set up an ideal community.

Guidance for Educators & Staff

Opportunities to Incorporate GenAI in the Classroom

Middle School	Without GenAI	With GenAI
Literacy	Students use various levels of background knowledge and content understanding to make inferences about characters' points of view in a story.	Students use GenAI under teacher supervision to explore point of view by generating descriptions of the plot from various characters in a story and comparing/contrasting them in small group discussions.
Math	Teacher manually designs and delivers interventions for individual students.	Students engage with GenAI tutors under teacher supervision to target and strengthen developing skills.
Science	Teacher gathers materials and sets up physical lab equipment for students to conduct experiments.	Under supervision, students use GenAI to carry out virtual experiments, hypothesizing, and testing outcomes without the need of physical lab equipment.
Social Science	Students write a report about their cultural heritage	Students work under teacher supervision with an AI image generator to create and critique images reflecting their personal cultural heritage, which are then shared in presentations or multimedia projects.

Guidance for Educators & Staff

Opportunities to Incorporate GenAI in the Classroom

High School	Without GenAI	With GenAI
Literacy	Students must wait for teacher feedback before revising an essay or report.	Students use GenAI independently to receive instant feedback on the first draft of an essay or report, allowing them to immediately move on to revising their work.
Math	Students are exposed to limited descriptions and definitions of complex mathematical concepts in a lecture or textbook.	Students use GenAI tools independently to explore advanced mathematical concepts and ask questions until they achieve understanding (e.g., descriptions of the types of problems that can be solved using derivatives.
Science	Students spend weeks conducting research projects and conducting physical experiments.	Teachers facilitate unsupervised use of GenAI by students to conduct in-depth research projects, utilizing AI to quickly gather data, analyze results, and simulate experiments.
Social Science	Students conduct internet research on current events.	Students independently use a generative search engine to conduct an in-depth analysis of current events, exploring a variety of perspectives on the issue and synthesizing these into a presentation or debate.

Going forward, this guide will be updated to include new tools, updated age appropriate guidelines, and examples within the District's Skyline curriculum of activities that demonstrate this shift.

Guidance for Administrators

As leaders within Chicago Public Schools, **administrators play a critical role in overseeing the use and governance of Generative AI tools.** In addition to adhering to all previously outlined guidelines applicable to all stakeholders and staff, administrators have additional responsibilities to ensure these tools are used ethically and effectively.

Enforcement and Oversight

Administrators are responsible for ensuring that staff and students comply with CPS's GenAI guidelines. Take an active role in enforcing the guidelines, ensuring that any deviations are addressed promptly and effectively. This includes implementing corrective actions and disciplinary measures as necessary.

Incident Management

Administrators must be prepared to respond swiftly to any incidents of misuse or breach of GenAI guidelines. This includes investigating the issue, understanding the impact, and taking appropriate action to mitigate any negative consequences.

Develop and maintain clear channels for reporting concerns or incidents related to GenAI use. Ensure that staff and students are aware of how and when to report issues.

Support and Resources

Ensure that staff have the necessary resources and training to use GenAI tools effectively and responsibly. This includes facilitating ongoing professional development and access to the latest educational technologies.

Guidance for ITS

It's essential to follow standard software engineering best practices to minimize potential bias and ensure data quality in GenAI models. Our teams must adhere to these practices throughout the development and management of GenAI software and applications, emphasizing security at every stage.

Design and Development

Ensure all software is secure by design, free from vulnerabilities, and continuously evaluated through testing, patching, and authentication measures.

Maintain AI software and related applications in a secure, private script repository with version control to manage changes effectively.

Deployment

Test AI software in the QA/development environment to confirm that all changes meet the required specifications before deployment in the production environment.

Implement continuous integration (CI) and continuous deployment (CD) when possible to automate testing, deployment, and monitoring.

Management

Ensure that staff have the necessary resources and training to use GenAI tools effectively and responsibly. This includes facilitating ongoing professional development and access to the latest educational technologies.

Vulnerability
Regularly update AI software according to patching standards and adhere to the change management process for any changes.

Incident
All AI software and applications in the production environment must follow incident management protocols to handle any issues that arise.

Configuration
Maintain AI software within a configuration management system (CMS), which includes details on software versions, relationships to other configuration items, and their locations.

Guidance for ITS

Monitoring and Noncompliance

CPS reserves the right to access and monitor the use of AI applications on any CPS-issued devices or that appear on CPS-managed networks to ensure compliant use of these systems in accordance with the Staff and Student Acceptable Use Policies.

Users who fail to comply with any provision of this guidance may be subject to discipline up to and including termination of employment. Violations by contractors may be considered a breach of contract and result in removal from assignment. Any AI-related activities that appear to violate applicable laws will be reported to external law enforcement.

If monitoring systems and processes detect a possible guideline violation, or if a User reports a possible guideline violation, the suspect event should be processed using appropriate security incident response processes.

Guidance for Vendors

This section outlines the expectations and guidelines for third-party vendors providing AI and GenAI tools and services to CPS. Adherence to these guidelines is crucial for ensuring the responsible, ethical, and secure integration of these technologies within our educational environment, aligning with the CPS mission to provide a high-quality public education.

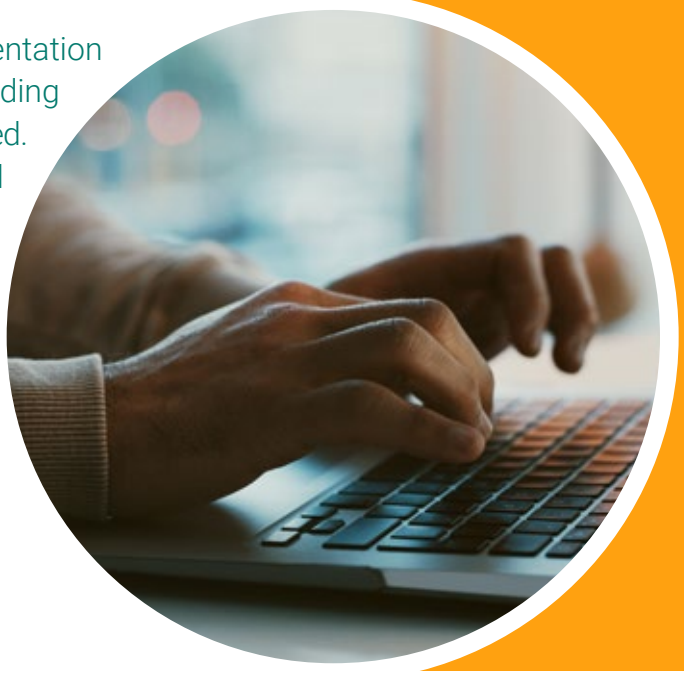
Tool Approval and Integration

All AI EdTech tools provided by vendors must undergo the same rigorous vetting and approval process as all EdTech tools used by CPS before they can be used by students or with student data. Known as the EdTech Request for Qualifications (RFQ), this process is currently available once a year and vendors can sign up for notification of future contract opportunities on the CPS Procurement Website.

Approval signifies that the tool meets the District's standards for privacy, security, and confidentiality in compliance with all applicable federal, state, and local laws (FERPA, COPPA, SOPPA, etc.) and District policy.

Vendors must provide comprehensive documentation regarding their tool's data privacy practices, including how data is collected, stored, used, and protected. This information will be a key factor in the approval process.

Vendors should be prepared to provide information regarding the age appropriateness of their tools, including any age restrictions outlined in their privacy policy or terms and conditions.



Guidance for Vendors

Privacy, Security, and Confidentiality

Vendors must ensure that their AI tools and services are designed and operated to protect the privacy and security of all CPS stakeholders, including students, families, and employees.

It is imperative that no personally identifiable information (PII) or protected health information is collected, stored, or processed in a manner that goes against CPS guidelines and could compromise the privacy of our stakeholders.

Vendors must ensure that stakeholder information, copyrighted material, or proprietary CPS intellectual property is not used to train their models without explicit permission.

Vendors should implement robust security measures to prevent unauthorized access, data breaches, and misuse of CPS data. Security by design principles should be followed, with continuous evaluation through testing, patching, and authentication measures.

Ethical and Responsible Use

Vendors are expected to develop and deploy AI technologies with a steadfast commitment to fairness, transparency, and accountability.

Efforts should be made to minimize potential bias in AI models, recognizing that biases in training data can inadvertently perpetuate discrimination, which is contrary to CPS' commitment to diversity, equity, and inclusion. Vendors should strive for algorithmic fairness and be transparent about the potential for algorithmic bias.

It is critical to address the issue of hallucinations, where AI models produce false or misleading information. Vendors should have mechanisms in place to mitigate these inaccuracies and clearly communicate this potential risk to users.

Vendors should strive for explainable AI, providing insights into how their systems work and how decisions are made while promoting a human-in-the-loop approach, recognizing that human oversight is essential for responsible and effective AI use.

Guidance for Vendors

Support and Collaboration

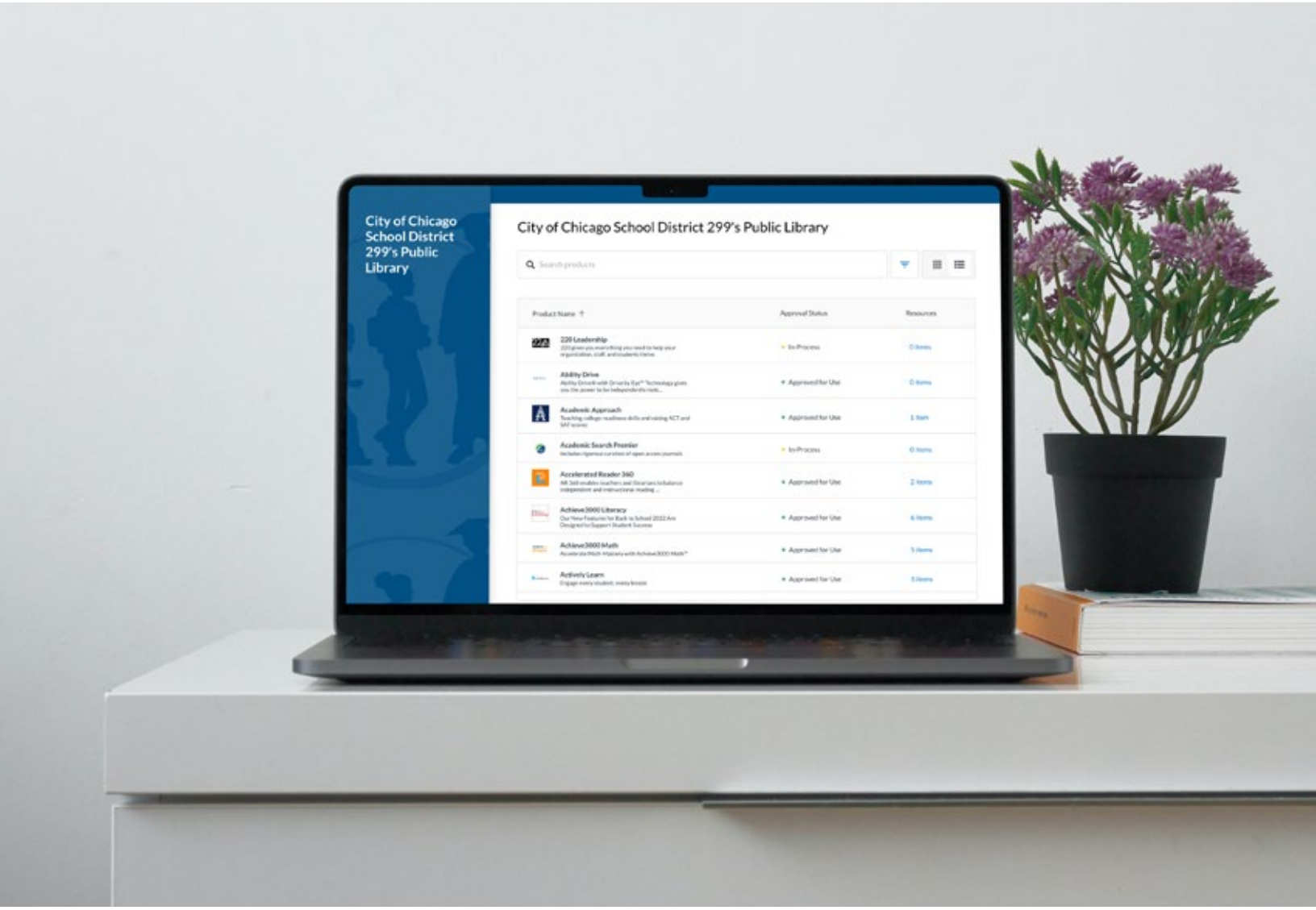
Vendors are expected to provide adequate support and resources to CPS staff for the effective and responsible use of their AI tools. This includes providing training materials, technical support, and ongoing updates.

Vendors should maintain open communication channels with CPS to address any concerns, issues, or updates related to their AI offerings. This includes collaboration with CPS on professional development initiatives related to their specific tools.

III. Approved Generative AI Tools

Approved Generative AI Tools

Approved GenAI tools can be found in the Ed Tech Catalog.



IV. Professional Development

Professional Development

Badge Pathway

The AI Badge Pathway is a structured program designed to deepen individuals' understanding of AI and its practical applications within CPS. Starting with foundational AI principles, the program guides participants to select appropriate AI tools based on their needs and desired outcomes, all while emphasizing ethical considerations, bias awareness, and responsible data practices. Participants learn to develop AI-driven solutions for their unique challenges, with each badge aligning with CPS' strategic goals. Ultimately, the Badge Pathway fosters a shared understanding of AI's potential to impact CPS and the wider world.

1

AI Foundations Badge

2

AI Explorer Badge

(SY26 Quarter 2)
+ AI Foundations Badge

3

AI Innovator Badge

(SY26 Quarter 3)
+ AI Explorer Badge
+ AI Foundations Badge

Professional Development

Professional Learning Communities (PLCs)

AI Professional Learning Communities (PLCs) are collaborative groups within CPS where educators and staff learn, integrate, and grow with AI tools. These PLCs provide structured spaces for sharing experiences, discussing challenges, and exchanging best practices around AI implementation. Participants engage in ongoing, hands-on learning to develop their AI literacy, focusing on ethical considerations, data privacy, and effective usage within CPS' systems. All stakeholders are eligible to participate in the PLCs following their completion of the CPS AI Foundations Badge, ensuring that everyone has the basic foundational knowledge necessary to engage in meaningful and impactful conversations with their peers.

Continuous Support

Ensures continuous support for educators as AI tools evolve, enabling them to leverage AI for enhanced instruction, streamlined assessments, and data-informed decisions.

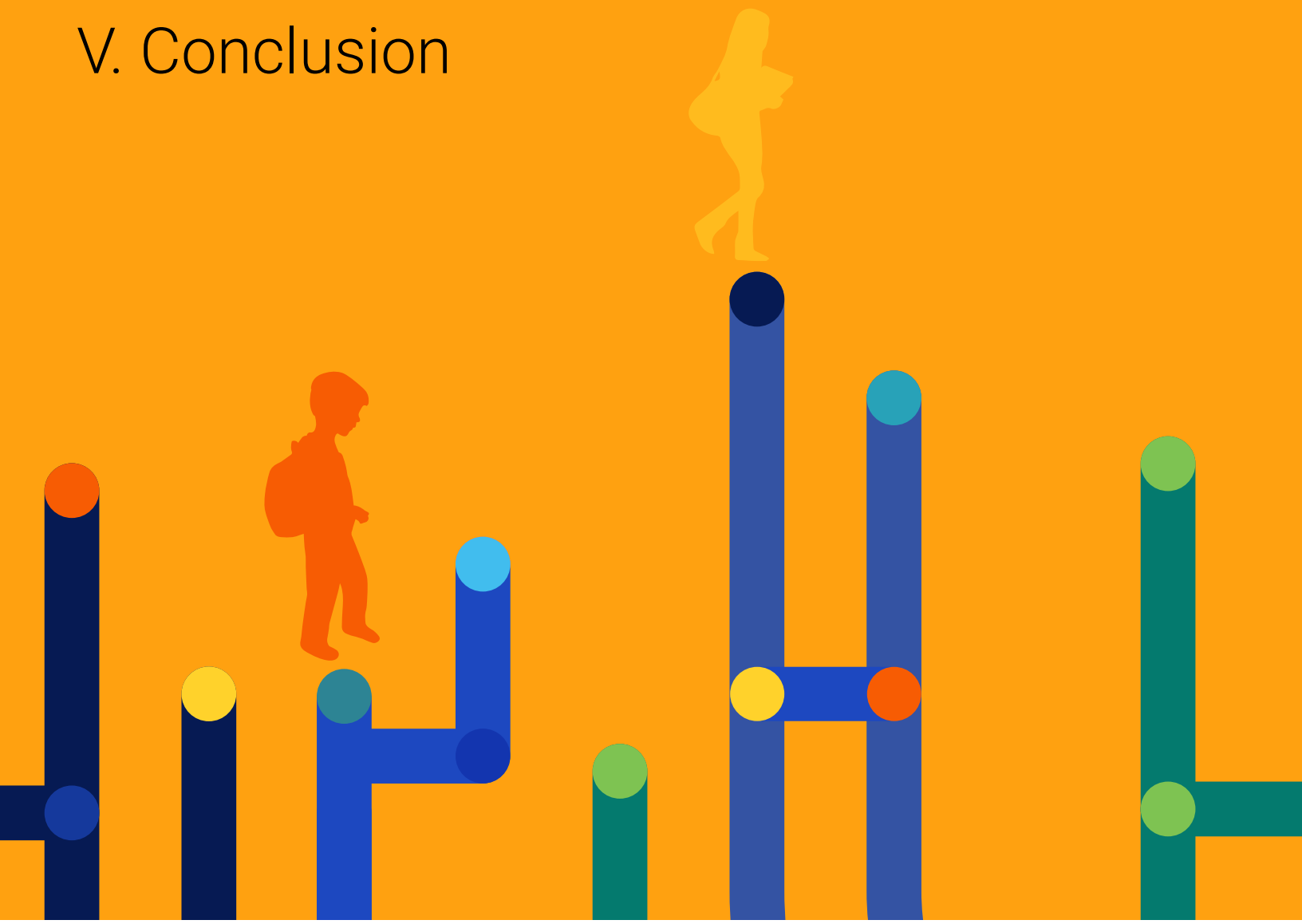
Digital Communities

Leverages digital platforms to foster a culture of shared knowledge and collective problem-solving to build confidence and proficiency in AI usage.

Monthly Webinars

Offers monthly webinar-style training sessions to introduce new AI developments and maintain a focus on continuous improvement.

V. Conclusion

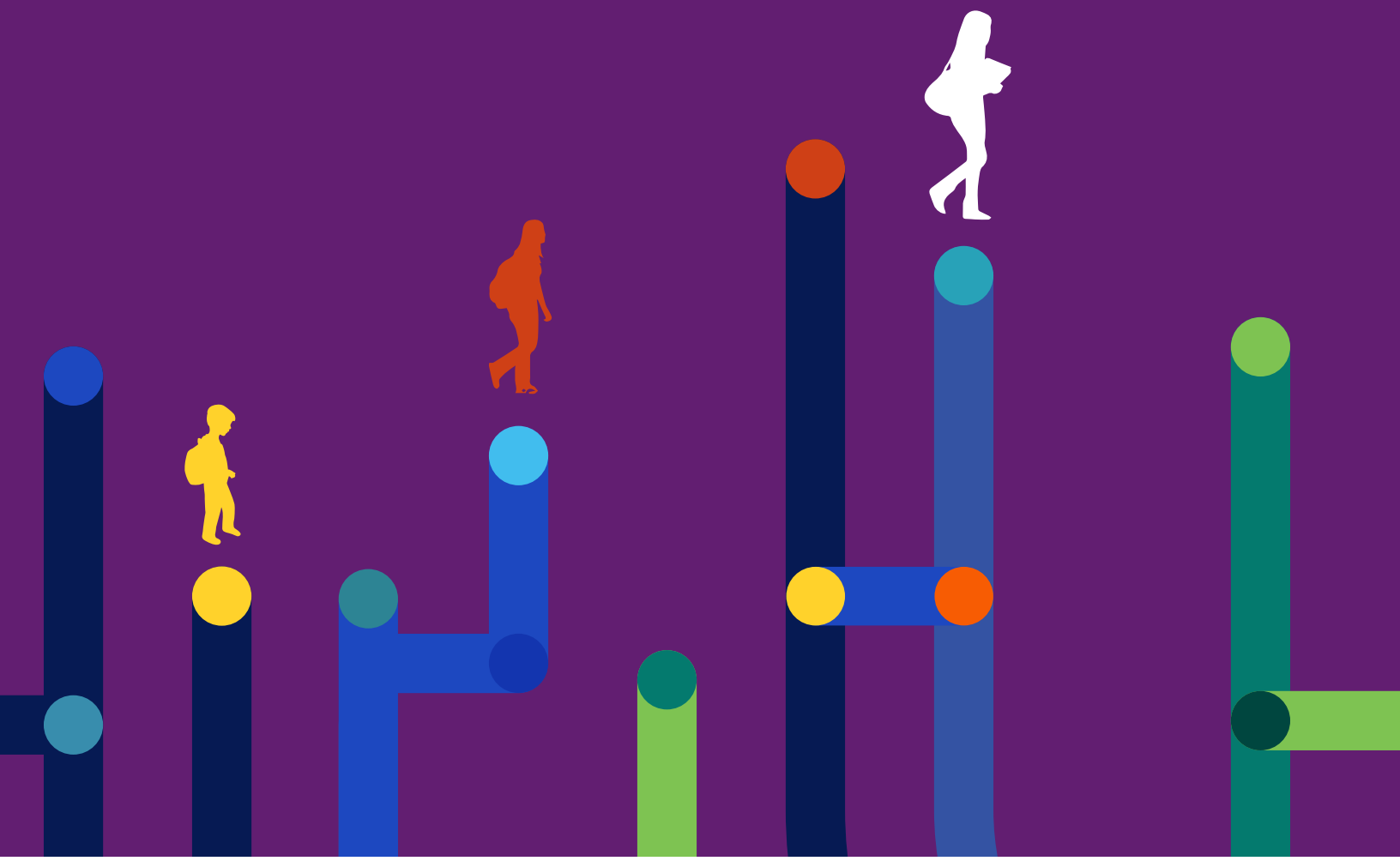


Conclusion

As we implement the policies outlined above throughout the 2024–2025 school year, we will gather valuable insights and experiences that may prompt us to refine and adjust our policies and approaches. CPS is committed to fully integrating GenAI for the 2025–2026 school year. Our implementation of GenAI is guided by a commitment to ethical use, responsible innovation, and the continuous improvement of our educational practices. As we move forward, we will maintain an open dialogue within our school community, ensuring that our policies evolve to reflect our collective experiences and the ever-changing landscape of educational technology.

For additional information, please visit the CPS AI Guidebook website at cps.edu/aiguidebook.

VI. Appendix



Steering Committee

The educational landscape is rapidly evolving, and CPS is committed to equipping our students and staff with the tools and knowledge to thrive in the age of AI. To guide this effort, CPS has established an AI Steering Committee, a cross-governing body that meets bi-weekly to ensure a holistic and equitable approach to GenAI across the District. This committee is dedicated to developing a District-wide framework that provides access to AI resources for teachers, students, and Central Office departments, all while prioritizing data security and responsible implementation.

Name	Title	Office/Department
Charles Mayfield	Chief Operating Officer	Chief Operating Office
Miroslava Krug	Chief Financial Officer	Finance
Annise Lewis	Deputy Chief Teaching and Learning	Teaching and Learning
Edward Wagner	Chief Information Technology Officer	Information and Technology Services
Leticia Lopez	Deputy Chief Procurement Officer	Procurement and Contracts
Kimberly Watson	Chief of Staff to the COO	Chief Operating Office
Elizabeth Barton	Managing Deputy General Counsel	Law Office
Arba Houlden	Executive Director, IT Business Partnership and Innovation	IT Business Partnerships and Innovation
Sree Sundaram	Executive Director, Enterprise Application Services	Enterprise Application Services
Helena Swanson-Nystrom	Executive Director, Curriculum, Instruction and Digital Learning	Curriculum, Instruction and Digital Learning
Robert Coonce	Director, Web Services	Web Services
Sarah Siderius	Operations and Initiatives Director	Office of the CIO
Shruti Saxena	Program Director	Talent
Jessica Wright	Executive Assistant	Information and Technology Services
Charlotte Cager	Engagement Specialist Team Lead	Information and Technology Services
Lorne Rodriguez	Manager, Enterprise Generative AI	Information and Technology Services

Instructional Practice Subcommittee

Chair: Helena Swanson-Nystrom

Name	Title	Office/Department
Alexander Fishman	Digital Learning Design and Instructional GenAI Manager	Curriculum, Instruction, and Digital Learning
Angela Sims	Executive Director, T&L Professional Learning	T&L Professional Learning
Carmen Velez	Instructional Support Leader	Network 2
Corey Morrison	Director, Mathematics	STEM Programs
Jane Fleming	Director, Literacy	Literacy
Juman Kekhia	Mgr, OSD Instructional Support	Students with Disabilities
Joseph Olsen	Data Quality Mgmt Team Lead	Early College and Career
Jennifer Brooks	Professional Learning Specialist	Chief Equity Office
Kristan Beck	Director, Computer Science	STEM Programs
Kara Thorstenson	Director, Digital Learning and Libraries	Curriculum, Instruction, and Digital Learning
M Ari Frede	School CIWP Specialist	Network Support
Michelle Rabkin	Director, Science	STEM Programs
Peter Leonard	Executive Director, Assessment	Student Assessment and MTSS
Scott Topel	Instructional Support Leader	Network 6
Timothy Jackson	Social and Emotional Learning Specialist	Early College and Career
Vivian Redwood	Instructional Support Leader	Network 9
Whitney Carson	EL Instructional Device Specialist	Multicultural/Lingual Education
Yvette Vazquez	Instructional Support Leader	Network 15

Operational Efficiency Subcommittee

Chair: Shruti Saxena

Name	Title	Office/Department
Alexandra Lopez	Director, Accountability and Engagement	Family and Community Engagement
Antoinette Henley	Director, Central Office Budget Management	Budget and Management Office
Bryan Forero	Director, Procurement Category Management	Procurement and Contracts
Chinuotu Wonuigwe	Director, Transport Diverse Learner	Student Transportation
Deivi Aguilar	Principal	Alexander Graham School
Ebany Guerra	Audit Associate	Internal Audit and Advisory Service
Edith Juarez	Office Manager	Student Protections/Title IX
Grace Solomon	Assistant General Counsel	Law Office
Hilda Flores	Executive Director, Payroll Services	Payroll Services
Jose Prieto	Financial Compliance Manager	Accounting
Jessica Morris	Director, IT Business Partnership	IT Business Partnerships and Innovation
Kandace Stallings	Social and Emotional Lrng Spec	Early College and Career
Kimberly Watson	Chief of Staff to the COO	Chief Operating Office
Leslie Kniskern	Senior Project Manager	Talent Office
Samantha Semrow	Project Manager	Planning and Data Management

Development, Data Management, and Analytics Subcommittee

Chair: Robert Coonce

Name	Title	Office/Department
Alahrie Aziz-Sims	Principal	Bogan HS
Agnes Juarez	Instructional Support Leader	Network 8
Chiranjeevi Galla	SQL Server DBA Manager	Web Services
Deepa Govind	Manager, Web Development	Web Services
Davis Jedd	Audit Associate	Internal Audit and Advisory Service
Guadalupe Blanco	Data Strategist	City Wide Early Childhood
Gregory Edwards	Senior Software Engineer	Web Services
Jordan Radford	Assistant General Counsel	Law Office
Kelly Rosiles-Villagomez	Senior Data Analyst	Students with Disabilities
Kishasha Ford	Director, Local School Council Relations	Family and Community Engagement
Patrick Kelly	Instructional Support Leader	Network 9
Robert Coonce	Director, Web Services	Web Services
Annette Wallace	Software Engineer	Web Services
Steven Vega	Senior Software Engineer	Web Services
Tihomir Canji	Manager, Web Production	Web Services
Zahra Naqi-Hasnain	Data Strategist	Chief Equity Office

School Leader AI Coalition

Co-Chairs: Casey Fuess, Althea Hammond, Alexander Zalar

Name	Title	Office/Department
Alexander Zalar	Principal	Ernst Prussing School
Alexandra Dakessian	Assistant Principal	John T Mccutcheon School
Althea Hammond	Principal	Ambrose Plamondon School
Andrea Kulas	Assistant Principal	Peace and Education Coalition
Barton Dassinger	Principal	Cesar Chavez Multicultural Academy
Casey Fuess	Assistant Principal	Virtual Academy
Christopher Graves	Principal	Jordan Community School
Clarisa Bravo-Ruiz	Assistant Principal	Sidney Sawyer School
Eileen Scanlan-Peterson	Principal	George Cassell Elementary
Javier Arriola-Lopez	Principal	Rachel Carson Elementary
Jeff Finelli	Principal	Edison Park Elementary
Jessica Johnson	Principal	Manuel Perez Elementary
Kamilah Hampton	Principal	Richard J Daley Academy
Latisha Dillard	Assistant Principal	John L Marsh School
Leonel Gallegos	Assistant Principal	Roger C Sullivan High School
Melissa Resh	Principal	Wildwood IB World Magnet
Rachael Carnacchio	Principal	Abraham Lincoln School
Rhea Bush	Principal	Mark Skinner School
Shontell Smith	Principal	Joseph Warren School
Terri Kelly	Assistant Principal	Thomas Drummond School
Tonya Weatherly	Principal	Martha M Ruggles School
Virag Nanavati	Principal	David G Farragut Career Academy
Yadira Guzman	Principal	John Greenleaf Whittier School
Zachary Korth	Principal	Morton School of Excellence

Glossary

A

Algorithm: A set of step-by-step instructions that a computer follows to complete a task.

Algorithmic Bias: This refers to the potential for AI systems to perpetuate or amplify existing biases due to biased training data or flawed algorithms, resulting in unfair or discriminatory outcomes.

Artificial Intelligence (AI): The ability of a computer or machine to mimic human intelligence (e.g., learn, reason, solve problems).

AI Ethics: Guidelines for developing and using AI in a responsible and ethical way, ensuring fairness, safety, and respect for everyone.

AI Literacy: Involves the knowledge, skills, and attitudes necessary to interact with AI in a safe and effective way. This includes understanding how AI works, recognizing its potential benefits and risks, evaluating AI systems for bias and fairness, and developing the skills to use AI tools effectively and critically in teaching and learning responsibly.

AI Model: A computer program trained on a dataset to recognize patterns and perform specific tasks.

AI Safety: Measures taken to ensure AI systems are used in ways that prevent harm to individuals or society. This can encompass data privacy, bias mitigation, and responsible development.

AI Tool: AI-powered software that can automate or assist users with a variety of tasks (e.g., AI-powered writing assistants, tutoring programs, or assessment tools).

B

Bias: When an AI system unfairly favors certain groups or produces results that are prejudiced. This can happen if the data used to train the AI is incomplete or reflects existing biases in society.

C

Chain-of-Thought (COT) Prompting: A prompting strategy that asks an AI tool to think step-by-step, which can produce a better result for logical and mathematical reasoning tasks.

D

Data: Information, such as facts, numbers, and text, that is used to train AI systems.

Dataset: A large collection of organized information (like text, images, or numbers) used to train an AI model.

Data Privacy: Protecting the personally identifiable information (PII) of students, teachers, and families when using digital tools, including AI tools.

Digital Citizenship: Responsible and ethical use of technology, encompassing online safety, privacy, critical thinking, and respectful interactions in the digital world.

E

Explainable AI: AI systems should be designed in a way that allows students and educators to understand how they work and how decisions are made. This includes providing clear explanations of the factors considered and the logic used in the decision-making process.

Glossary

F

Few-Shot Prompting: A prompting strategy that includes two or more examples of the desired input and output.

G

Generative AI (GenAI): A type of AI that can create new content, such as text, images, music, or code.

H

Hallucination: Any inaccurate or misleading output from an AI tool. These can be presented as facts by the AI tool, further elevating the need to properly vet the outputs before using them more broadly.

Human-in-the-Loop: An understanding that humans should always be involved in the AI process, providing guidance, feedback, or making final decisions to ensure the AI is used responsibly and effectively.

I

Internal GenAI: These are restricted for use within a specific organization or domain and may require payment. One example is Google's Gemini Enterprise, which is an add-on for Google Workspace.

L

Large Language Model (LLM): An AI model that is trained on large amounts of text to identify patterns between words, concepts, and phrases in order to generate effective responses to prompts.

M

Machine Learning (ML): A subset of AI focused on developing computer programs that can analyze data to make decisions or predictions.

N

Natural Language Processing (NLP): A field of AI that enables machines to understand, interpret, and generate human language.

O

One-Shot Prompting: A prompting strategy that includes one example of the desired input and output.

Output: The information or creative work that an AI tool produces after it is prompted, such as an answer to a question, a text summary, an image, or a piece of music.

P

Prompt: The method for interacting with an AI tool in the form of a request, question, snippet, or an example.

Public GenAI: These tools are available for anyone to use on the internet, such as Gemini Chat, ChatGPT, Claude, or Perplexity.

R

Reinforcement Learning: A type of ML that provides feedback to a program to improve its decisions over time.

Glossary

S

Supervised Learning: A type of ML that uses labeled datasets to train a program to recognize patterns in data.

T

Transparency: Being open and honest about how AI systems are trained and how they work to students, families, and the community, including being clear about when and how AI is used in the classroom.

U

Unsupervised Learning: A type of ML that uses unlabeled datasets to allow a program to identify patterns in data without a specific output in mind.

V

Vendor GenAI: This type of GenAI is provided by third-party vendors which CPS may contract with to ensure data handling and usage align with District standards and policies. It is important for CPS to carefully vet any vendors to ensure alignment with District values and data privacy standards.

Z

Zero-Shot Prompting: A prompting strategy that doesn't include any examples about the desired input and output.

Version History

Version 4.0

Updated July 2025

Edits

Updated guide to adhere to accessiblity standards including ensuring correct color contrast, increasing minimum type size, configuring paragraph styles for correct header and paragraph tagging, adding alt text to images, tagging design elements as artifacts, tagging and formatting tables for screen readers, increasing footer type size, and adding paragraph spacing into styling.

Reconfigured some layouts, images, and design elements to be more consistent across the document.

Added School Leader AI Coalition table to appendix

Version 3.0

Updated May 2025

New Sections

Our AI Principles, AI Literacy, Guidance for Vendors, AI Subcommittees

Edits

Steering Committee: Introduction and and member details

Badge Pathway

AI Explorer: SY25 Quarter 3 to SY25 Quarter 4

AI Innovator: SY25 Quarter 4 to SY26 Quarter 1

Version History

Version 2.0

Updated January 2025

Removals

Guidance for Educators & Staff

Entire section: Ongoing Professional Development

Additions

AI Guidance: Privacy, Security, and Confidentiality

Always inform others when using GenAI tools that may impact their data and request their permission before doing so (i.e. meeting notetakers).

New Sections

Guidance for Parents/Guardians

Professional Development

Appendix

Edits

Guidance for Educators and Staff

Tool (company)	No Access	Parental Consent	No Permission Needed
Gemini (Google)	~~Under 18~~ Under 13	~~No access under 18~~ Parental consent must be obtained for students 13–17	18+

Version 1.0

Updated July 2024

Chicago Public Schools

cps.edu

Version 3.0, last updated May 2025